

Viborg School District Improvement Plan/Progress Report Form

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| Principle: 1 - General Supervision | | | | |
| Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>ARSD 24:05:17:03 Annual report of children served</u> Two (2) students on the district's child count did not have an IEP in effect on December 1, 2003 and one (1) student who were counted twice on child count. | | | | |
| Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Procedures for collecting, maintaining and reporting accurate child count information is established by the district. | | | | |
| 1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) <i>With 100% accuracy, the Viborg School District will pass a Child Count audit and ensure all students on child count will have an active IEP in place 100% of the time.</i> | | | | |
| Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. | Timeline for Completion | Person(s) Responsible | 6 month progress Record date objective is met | 12 month progress Record date objective is met |

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| <p>1. What will the district do to improve? <i>The Viborg School District will develop an internal system calendar, tables, etc., compile and update all child count changes that have occurred within the district</i></p> <p>What data will be given to SEP to verify this objective? <i>The Special Education Director will review students reported on the December 1st 2005 child count and report and explain any errors.</i></p> | <p>February 28, 2006</p> | <p>Special Education Director, Special Education Staff, Southeast Area Cooperative Director</p> | <p>Met January '06</p> | |
| <p>Please explain the data (6 month) April 2005 SEP requested an audit for the 2004 Child Count. Audit/copy of front pages of IEP's was submitted and accepted as 100% accurate in May 2005 The 2005 child count accuracy is not finalized -- tech problems with report at the state level. 2/10/06 We will continue to work for 100% accuracy.</p> | | | | |

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| <p>Principle: 2 – Free Appropriate Public Education</p> |
| <p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>ARSD 24:05:13:02 FAPE.</u> Parents of students in the district's early childhood special education program (including two children who were part-time early childhood/part-time early childhood special education & one early childhood student) were charged a fee to attend the district's community preschool.</p> |
| <p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The school district will provide a free and appropriate public education (FAPE) to all eligible children with disabilities.</p> |

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| <p>1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) <i>The Viborg School District will ensure that students with disabilities receive a free and appropriate public education.</i></p> | | | | |
| <p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p> | <p>Timeline for Completion</p> | <p>Person(s) Responsible</p> | <p>6 month progress Record date objective is met</p> | <p>12 month progress Record date objective is met</p> |
| <p>1. What will the district do to improve? <i>For the 2005-2006 school year and beyond, the Viborg School District will not charge a fee for students enrolled in the community preschool.</i></p> <p>What data will be given to SEP to verify this objective? <i>Special Education Director will verify that no fee was charged for student with disabilities.</i></p> | <p>February 28, 2006</p> | <p>Special Education Director, Special Education Staff, Southeast Area Cooperative Director</p> | <p>Met January '06</p> | |
| <p>Please explain the data (6 month) May 10, 2005, a copy of a parent letter referring to preschool participation was obtained by the special education staff. "There will not be a charge for preschool to children within the Viborg School District. No child, with or without a disability, has been charged a fee to attend preschool. 2/10/06</p> | | | | |

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| <p>Principle: 5 – Individualized Education Program</p> |
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| <p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) ARSD 24:05:27:01.01-IEP Team. Four out of fourteen files reviewed did not have an administrator/designee attending IEP meetings.</p> | | | | |
| <p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. An administrator/designee will attend all IEP meetings.</p> | | | | |
| <p>1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) <i>An administrator or designee will attend 100% of IEP meetings within the Viborg School District.</i></p> | | | | |
| <p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p> | <p>Timeline for Completion</p> | <p>Person(s) Responsible</p> | <p>6 month progress Record date objective is met</p> | <p>12 month progress Record date objective is met</p> |
| <p>1. What will the district do to improve? <i>An administrator or designee will attend all IEP meetings.</i> What data will be given to SEP to verify this objective? <i>Special Education Director will review the front page of all initial and reevaluation IEPs during the six month reporting period and report the number of files reviewed and the percentage of files that did have administrator or designee signatures.</i></p> | <p>February 28, 2006</p> | <p>Special Education Director, Special Education Staff, Southeast Area Cooperative Director</p> | <p>Met January '06</p> | |
| <p>Please explain the data (6 month) An Administrator was in attendance for 91% of the IEP meetings held during this reporting period. 2/10/06</p> | | | | |

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| Principle: 5 – Individualized Education Program | | | | |
| Present levels: (Statement of present levels of performance that resulted in area of non-compliance) | | | | |
| <u>ARSD 24:05:27:12. Graduation Requirements.</u> In two out of two files reviewed, graduation requirements had not been addressed one year prior to graduation. Completion of an approved secondary special education program with regular high school diploma signifies that the student no longer requires special education services. Graduation from high school with a regular diploma constitutes a change in placement. | | | | |
| Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Graduation requirements are addressed one year prior to graduation. | | | | |
| 2. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) <i>The Viborg School District will address graduation requirements on IEP's one year prior to graduation for 100% of juniors students on an IEP.</i> | | | | |
| Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. | Timeline for Completion | Person(s) Responsible | 6 month progress Record date objective is met | 12 month progress Record date objective is met |

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| <p>1. What will the district do to improve? <i>In September, the HS SPED teacher will identify all junior students on IEP's.</i> What data will be given to SEP to verify this objective? <i>Special Education Director will provide the number of students and the percentage that had the graduation requirements addressed one year prior to graduation.</i></p> | <p>May 1, 2006</p> | <p>Special Education Director, Special Education Staff, Southeast Area Cooperative Director</p> | <p>Met January '06</p> | |
| <p>Please explain the data (6 month) We have two juniors. 100% had graduation requirements addressed one year prior to their expected graduation date. 2/10/06</p> | | | | |

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| <p>Principle: 6 – Least Restrictive.</p> |
| <p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>ARSD 24:05:28:03 Factors in determining placement</u> In six out of six early childhood files the justification statements reflected both a non-individualized reason for placement and were identical to all other students in that placement.</p> <p>The justification for placement must include an explanation of the extent, if any to which the child will not participate with non-disabled children in the general classroom and in extracurricular and non-academic activities.</p> |

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| <p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>Justification statements will reflect an individualized reason for placement and must include an explanation of the extent, if any to which the child will not participate with non-disabled children in the general classroom and in extracurricular and non-academic activities.</p> | | | | |
| <p>1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p><i>For 100% of IEP's, the Viborg School District will individually address the educational placement of students and include a statement of the extent to which a child will not participate with non-disabled children.</i></p> | | | | |
| <p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p> | <p>Timeline for Completion</p> | <p>Person(s) Responsible</p> | <p>6 month progress Record date objective is met</p> | <p>12 month progress Record date objective is met</p> |
| <p>1. What will the district do to improve? <i>The drop-down feature in the IEP program used by the staff will not be used. All placement justification statements will be individualized.</i> What data will be given to SEP to verify this objective? <i>Special Education Director will review all initial and reevaluation and verify that all placement justification statements are individualized. And report the number of files checked and the percentage that were correct.</i></p> | <p>February 28, 2006</p> | <p>Special Education Director, Special Education Staff, Southeast Area Cooperative Director</p> | <p>Met January '06</p> | |

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| Please explain the data (6 month) 100% (7 of 7) preschool IEP's completed during the reporting period had individualized justification statements. | | | | |
| 2. What will the district do to improve? <i>A statement about the extent to which the child will not participate with non-disabled children will be included in every justification statement.</i> What data will be given to SEP to verify this objective? <i>The Special Education Director will verify all IEPs will have the statement of the extent to which a child will not participate with non-disabled children is completed. And report the number of files checked and the percentage that were correct.</i> | February 26, 2006 | Special Education Director, Special Education Staff, Southeast Area Cooperative Director | Met January '06 | |
| Please explain the data (6 month) 100% IEP's completed during the reporting period had statements of the extent to which a child will participate with non-disabled peers. 2/10/06 | | | | |